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| **NBT Task 3a** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value.  Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **2.NBT.1:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:  a. 100 can be thought of as a bundle of ten tens — called a “hundred.”  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).  **2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student in sections as appropriate.   1. *Nikki has three hundred seventy-five single stickers. Write the number of stickers in number form.* 2. *If stickers come in sheets of 100, strips of 10, and single stickers, Nikki has: \_\_\_\_ sheets of 100 stickers, \_\_\_ strips of 10 stickers, \_\_\_\_ single stickers* 3. *Draw a picture of the sheets, strips, and singles.* 4. *Write the number of stickers that Nikki has in expanded form.* 5. *If Nikki added another sheet of stickers how many stickers would she now have? Explain your reasoning.* |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Incorrectly writes 375. * Incorrectly identifies the number of 100s, 10s, and/or ones. * Picture does not accurately reflect 375. * Incorrectly writes 375 in expanded form. * Incorrectly determines 100 more, or does so with counting as the primary strategy (by ones, counting on, counting by tens). |
| **Complete Understanding** | * Correctly writes 375 in both number form (375) and expanded form (300 + 70 + 5). * Correctly identifies 3 sheets, 7 strips, and 5 singles and drawing accurately represents each amount. * Correctly determines 100 more mentally or stating 100 more than 375 is 475. Primary strategy does not include counting. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

1. Nikki has three hundred seventy-five single stickers. Write the number of stickers in number form. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. If stickers come in sheets of 100, strips of 10, and single stickers, Nikki has:

\_\_\_\_ sheets of 100 stickers

\_\_\_\_ strips of 10 stickers

\_\_\_\_ single stickers

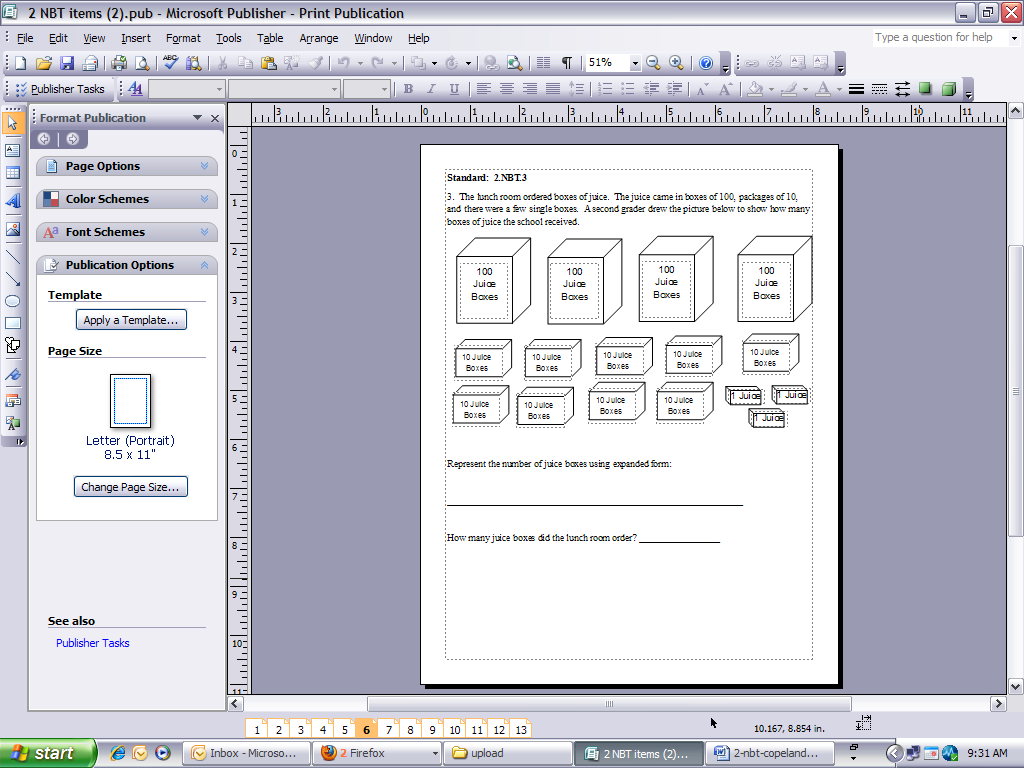
1. Draw a picture of the sheets, strips, and singles.
2. Write the number of stickers that Nikki has in expanded form.
3. If Nikki added another sheet of stickers how many stickers would she now have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain your reasoning.

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| **NBT Task 3b** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value.  Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **2.NBT.1:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:  a. 100 can be thought of as a bundle of ten tens — called a “hundred.”  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).  **2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student in sections as appropriate.  *The Elementary School lunch room ordered boxes of juice. The juice came in boxes of 100, packages of 10, or single boxes. A second grader drew the picture below to show how many boxes of juice the school received.*   1. *How many juice boxes did the lunch room order? Write the number of juice boxes in number form.* 2. *Write the number of juice boxes using expanded form.* 3. *The next day, the Middle School ordered 40* ***fewer*** *juice boxes than the Elementary School lunch room. How many juice boxes did they order? Explain your reasoning.* |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Incorrectly writes 493. * Incorrectly writes 493 in expanded form. * Incorrectly determines 40 fewer, or does so with counting by ones as the primary strategy. |
| **Complete Understanding** | * Correctly writes 493 in both number form (493) and expanded form (400 + 90 + 3). * Correctly determines 40 fewer than 493 is 453 by using groups of tens to solve (mentally or stating 10 less or crossing off juice boxes). Primary strategy does not include counting. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**The Elementary School lunch room ordered boxes of juice. The juice came in boxes of 100, packages of 10, or single boxes. A second grader drew the picture below to show how many boxes of juice the school received.**



1. How many juice boxes did the lunch room order? Write the number of juice boxes in number form. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Write the number of juice boxes using expanded form.

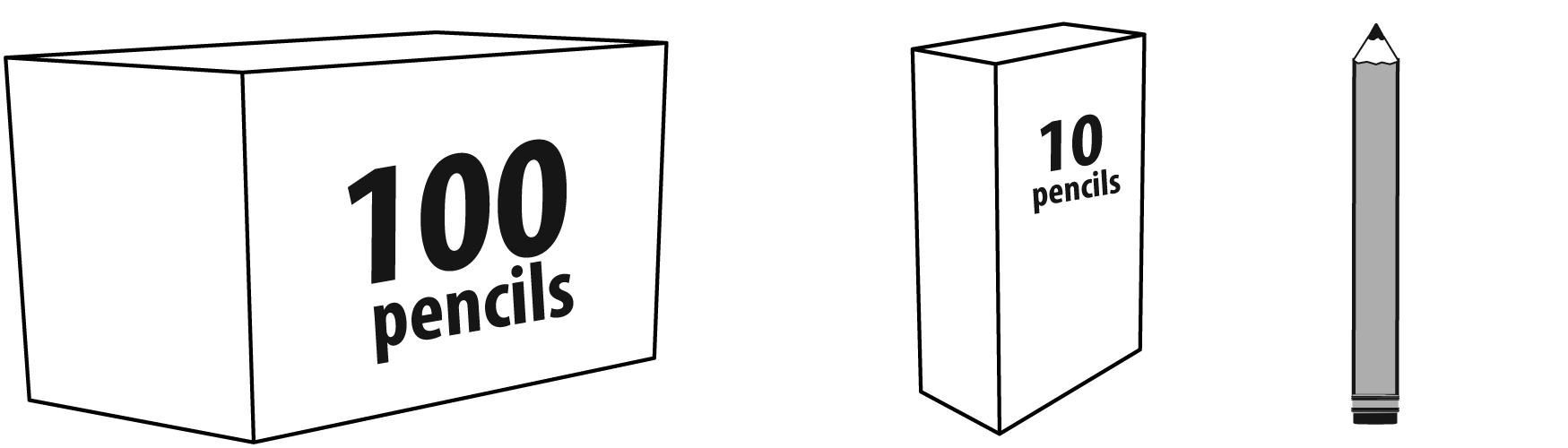
3. The next day, the Middle School ordered 40 **fewer** juice boxes than the Elementary School  
lunch room. How many juice boxes did they order? \_\_\_\_\_\_\_\_\_ Explain your reasoning.

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| **NBT Task 3c** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value. |
| **Standard(s)** | **2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student.  *Pencils come in cases of 100, packs of 10, or as single pencils. Write the number of pencils that you have in number form and expanded form.*   1. *6 singles, 9 packs, and 4 cases* 2. *1 pack, 3 singles, and 7 cases* 3. *8 cases, 2 singles, and 3 packs* 4. *0 packs, 5 cases, and 0 singles* 5. *1 case, 0 singles and 4 packs* 6. *5 packs, 7 cases, and 0 singles* 7. *1 case, 0 packs, and 9 singles* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Errors are made either in writing the number form or expanded form. | Correctly writes:   * Number Form * Expanded Form   Solutions:   1. 496, 400 + 90 + 6 2. 713, 700 + 10 + 3 3. 832, 800 + 30 + 2 4. 500, 500 + 0 + 0 5. 140, 100 + 40 + 0 6. 750, 700 + 50 + 0 7. 109, 100 + 0 + 9 |
| **Complete Understanding** | * Correctly solves each item in both number form and expanded form. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Pencils come in cases of 100, packs of 10, or as single pencils.**



**Write the number of pencils that you have in number form and expanded form.**

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|  | **Number Form** | **Expanded Form** |
| 1. 6 singles, 9 packs, and 4 cases |  |  |
| 1. 1 pack, 3 singles, and 7 cases |  |  |
| 1. 8 cases, 2 singles, and 3 packs |  |  |
| 1. 0 packs, 5 cases, and 0 singles |  |  |
| 1. 1 case, 0 singles and 4 packs |  |  |
| 1. 5 packs, 7 cases, and 0 singles |  |  |
| 1. 0 packs, 1 cases, and 9 singles |  |  |

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| **NBT Task 3d** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value. |
| **Standard(s)** | **2.NBT.1:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens — called a “hundred.” 2. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).   **2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons. |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide materials to the student. Read the directions to the student: *Make true equations. Write a number in every space.* You may suggest to students to draw pictures as needed to help solve the problems. |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Errors are made either in writing the number form or expanded form. | Solutions:   1. 230 2. 150 3. 406 4. 900 5. 1, 0, 7 6. 10, 7 7. 107 8. 384 |
| **Complete Understanding** | * Correctly solves each item. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Make true equations. Write a number in every space.**

1. 2 hundreds + 3 tens = \_\_\_\_\_
2. \_\_\_\_\_ = 5 tens + 1 hundred
3. 6 ones + 4 hundreds = \_\_\_\_\_
4. 9 hundreds = \_\_\_\_\_
5. 107 = \_\_\_\_\_ hundred + \_\_\_\_\_tens + \_\_\_\_\_ ones
6. 107 = \_\_\_\_\_ tens + \_\_\_\_\_ ones
7. 107 = \_\_\_\_\_ ones
8. 80 + 300 + 4 = \_\_\_\_\_

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| **NBT Task 3e** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value. |
| **Standard(s)** | **2.NBT.1:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens — called a “hundred.” 2. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).   **2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons. |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide materials to the student. Read the directions to the student: *Are these comparisons true or false? Circle True or False. Explain your reasoning.* Prompt if needed: *Explain why you think a comparison is true or false.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves one or more items. * Explanation does not indicate an understanding of the symbols. | Solutions:   1. True 2. True 3. False |
| **Complete Understanding** | * Correctly solves each item. * Explanation indicates an understanding of the symbols and correct interpretation of each number provided. (e.g., “302 is more than 48”; “183 is less than 813 because 183 only has one hundred and 813 has 8 hundreds”; “345 is less than 400. The sentence says that 345 is greater than 400. So it’s false. 345 only has 3 hundreds.” |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Are these comparisons true or false? Circle True or False.**

**Explain your reasoning.**

1. 3 hundreds + 2 ones > 4 tens + 8 ones True / False

Explain your reasoning.

1. 8 tens + 1 hundred + 3 ones < 813 True / False

Explain your reasoning.

1. 345 > 4 hundreds True / False

Explain your reasoning.